"Current status of university libraries in Bihar, Study and Observation of Future Improvements"

A

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Introduction

Library resources are essential to any educational system, as they provide vital informational support in accessing information and knowledge. Like a computer server which gives users access to a variety of programmes, libraries act as information support server or host mechanism within the institution's learning environment. Library and information science is a new way of doing things. The most important part of the curriculum is how people interact with the information and the technology (Anasane, 2022). There is a need for library science which has an advanced management, policy and planning skills, as well as the vision to translate the core values of the information of today and tomorrow. Despite the fact, information, communication and technology is always changing. Therefore, information professionals who are trained to handle information must also be updated in a short period of time (Kato, Kisangiri & Kaijage, 2021). Nonetheless, the Information, Communication and Technology (ICT) are very important for libraries, because it helps them to deal with the problems related to lack of information, and accesses of knowledge remotely. Digital service subscriptions depend on consortia, which give libraries more access to digital services at lower prices (Sinha & Deb, 2015). At present majority of the libraries are developing electronic infrastructure. The term "electronic library resources" refers to the information that is processed and digitally driven using hardware and software. This information can be accessed by digital electronic users through remote information provider networks or mounted locally by digital library (DL). Most digital libraries are made to solve the problems that exist in libraries. There are DL e-books, e-newsletters, e-references, theses, and dissertations in the online collection (Eze, Chinedu-Eze, & Bello, 2018). When it comes to DL, factors that affect user satisfaction include how easy it is to access, how download exceptions and limits are there, how simple the DL interface design are and how good the content is (Salvador et,al, 2017).

Nonetheless, the online academic libraries are key components of the information infrastructure of any university (Sitnicki, 2018), especially with regard to teaching, training, and learning that they facilitate. The necessity for people to maintain records and collections of their history, discoveries, and achievements has led to the development of digital library resources (Agboola, 2010). Through the library departments, academic institutions make significant investments in digital library resources, including subscription fees, information management systems, awareness

and marketing of digital library resources, and so on (Mutula, 2014). These investments are made to ensure that customers are aware of the available tools and are actively utilizing them. Therefore, library users need to be aware of their information requirements and make the most of the digital library resources that are made available to them in order to recognize the value of the investments made by their libraries. Libraries are changing quickly around the world because ICT is growing and being used more and more Masrek & Gaskin, 2016). Even though the barriers to accessing digital library resources may be the same in different universities, there are more of them in developing countries than in developed countries. The most important problems of students are negative attitudes towards electronic tools, poor internet connectivity, poor ICT infrastructure, amounts of irrelevant information, licensing restrictions on access to the DL collection, lack of generic e-resource portal interfaces, preference for print assets over electronic resource and user authentication. Most library users prefer to use popular web search engines instead of library run systems. As a result, most library services are still not being used to their full potential. So, librarians need to change what they have learned, how they work, and how effective they are (Ahmad, & Abawajy, 2014). Still, the lack of training staff and other library professionals makes it harder for people to access and use of e-resources. Users are suffering from the quality of services and the staff may not have enough knowledge to help users (Raza, Mahmood, & Warraich, 2019).

The Digital Library of India (DLI) is the large scale digital library initiative in South Asia, spreading all over the country and establishing a network of four mega scanning centers and 21 scanning centres, which nourish the digital contents into the digital library systems. Dr. A.P.J. Abdul Kalam, the former President of India, launched the portal of Digital Library of India on 8 September, 2003. Digital Library of India project is a part of the Universal Digital Library (UDL) or Million Book Project, coordinated by the Carnegie Mellon University in United States of America. Although the original UDL project has already been concluded and successfully implemented in the United States, the DLI project still ripples around with much acclamation (Tripathi, & Jeevan, 2009).. The former President of India, Dr. Abdul Kalam has shown keen personal interest for overall development and implementation of this project. In different forums, he promotes Digital Library of India for the benefits of younger generations and nation building. He also provided digital contents of his own writings for hosting in the DLI portals. The Vision and Mission statements of DLI are similar to the same of parent Universal Digital Library project, except some local variations. Therefore, in past 20 years, the idea of library and information

networks has been introduced in India, and LIS (Library and Information Professionals) have begun to think about resource sharing and consortia as a way to get and use library resources in print and online, as well as other resources and tools. In this direction, the Indian government set up NICNET, NISSAT, and INDONET. The CMC also set up INDONET, which brought the idea of connecting organizations together. Because of these professionals, the ILA and IASLIC have started promoting the benefits of library networks and the idea of a consortia approach to collection development and also how academic communities can use it (Mahesh, & Mittal, 2009)..

Nonetheless, during the late 1980s and early 1990s, India set up a number of library and information networks. Gradually, many libraries at national, regional, and metropolitan/city level has established and the libraries with information networks like INFLIBNET, DELNET, ADINET, CALIBNET, MALIBNET, MYLIBNET, BOMNET, PUNENET, CSIRNET, and other general networks for e-government and higher education like NICNET and ERNET have started to boost the academic performance in India. These networks are very important for gathering information, putting it in order, finding and spreading it (Pal, 2017). However, due to the financial crisis and lack of resources in both the public and private sectors, libraries and information centers were encouraged to share resources. At present, India has more than 500 universities and institutions that teach Library and Information Science (LIS). There are 193 universities and colleges that offer Bachelor's degrees in LIS, and 89 that offer Master's degrees. There are 49 universities that offer PhD (full time) in library and information science and three universities that offer PhD (part time). Under the regular mode of education, eight universities and 12 colleges offer certificate courses, and six universities and six colleges offer diploma courses (Sonawane, 2017). Universities also offer LIS education through their distance learning programmes. Five universities offer courses that lead to certificates and diplomas.

Library Services

To meet information needs of the users, libraries provide a range of services, which are broadly known as Reference and Information Services. Reference services are concerned with direct personal assistance to the user seeking information. It covers direct services such as assistance to the user in the use of the library and its tools, assistance in searching and locating documents, ready reference and long range reference service, literature search and compilation of bibliography, helping in research etc and indirect services such as selection, organization and maintenance of

library material for reference service, and other tasks of reference section such as keeping a record of reference queries, preparation of publicity material, evaluation of reference section etc. Information services are provided in anticipation of various needs of the users of libraries. Current awareness services, indexing and abstracting service, etc. fall under information services. At times, these services are provided on demands from the users.

Need of Collection and Development in Digital Environment

Today, libraries have to work in an environment that is always changing. They have to deal with a wide range of complex problems, such as the explosion of information, the IT revolution, the network revolution, shrinking library budgets, rising prices for documents, high user expectations, and the availability of information resources in many different formats, among others. On the other hand, as technology has improved, most resources are now available online, and people prefer to use these resources because they are faster and easier to search.

• It saves the users' time. • It makes them more efficient. • Access to information quickly and easily • Quality of information resources • More stable • It helps to bring people in. • It gives users access from anywhere; • It gives users access around the clock; • It helps people get access to a lot of information from different sources.

Collection development Policy

Policy is a written plan for how a library will build its collection. It is meant to define the goal of the parent institution. It should be a living document that can adapt to change and growth. It is a necessary tool and a guide for getting useful and relevant materials from the library.

- A good Collection Development Policy helps in the following: •
- Set the goals of the parent organization along with long-term and short-term goals
- Policy's goal, which includes planning, accountability, etc.
- Tells us who are the users are and what their education level and needs are.
- Serve as a logical guide for budgeting.
- Help in figuring out the best way to get something.
- Help as a standard for selecting and getting rid of material.

- Supports cooperative programmes like interlibrary loan, sharing resources, and networking.
- Helps describe the information resources that need to be acquired.
- Helps in making a copyright policy for e-resources.

Collection development in Digital environment: The ICT revolution has changed the traditional role of libraries as well as traditional process of collection development. In digital era, libraries are redefining their collection development policies due to low cost of e-resources, 24*7 access to e-resources, fast and easy access and multidimensional needs of modern users. In digital world there are several reasons that contribute for the changing scenario of collections process, these are as follows:

1 Evolution and proliferation of information technology

• Growing popularity of internet and electronic technology in every sphere of knowledge.

• Changes in publishing trend.

• Information explosion.

• Financial constraints on the part of all kinds of libraries.

Why Digital Collection

• Multi-access

• Speedy retrieval

• More functional aspects

• Content analysis

• Consortia mode

• More interactivity

• Virtual reality

• More flexibility

• High storage capacity

• Ease of reproduction

• Hypertext and multimedia.

Advantages of digital collection:

1 Remote access

2 Simultaneous access by multi-purpose

3 Provides various search options

4 Eliminates printing and postage cost

5 Dont require physical processing

6 Easily merge with altering service.

Bihar is one of the most important northern Indian states. At 98,940 km2 (38,202 sq mi), it is the 12th largest state in terms of land area, and it has the 3rd most people. It is where 103,804,637 people live, which is 17.90% of India's total population. The state has a literacy rate of 63.82 percent, and agriculture, industry, science and technology, and information and communication technology have all grown and changed a lot. India has 572 central, state, deemed, private, and university-level institutions at the moment. Notably, the country has also seen a huge rise in LIS education, which is given by a number of institutions from the certificate level to the doctorate level. 3. There are 17 universities in Bihar, and 13 of them offer LIS degrees.

Review of Literature

Rugambwa (2001) investigated the pattern of Information Science Education taught at different schools in Sub-Saharan Africa (SSA), with the goal of determining the present status, suitability, and future potential in relation to the worldwide pattern. According to the findings of the study, the majority of educational opportunities in information science are provided at the graduate level in SSA. The amount of information technology (IT) that is included in the curriculum, as well as the quantity and quality of the available laboratory and library space, have all been evaluated. The findings of the study were derived using the UNESCO Modular Curriculum for Information Studies, with a particular emphasis placed on Information Science.

Mahapatra (2006) carried out the study on the fundamental components of a programme and a vision for LIS education in India. The report also emphasizes the need for improved course topics and related issues for Indian library and information science (LIS) education to be ready for the digital era.

Yusuf (2007) conducted study on the evaluation of the library and information science education available in Uttar Pradesh. The author evaluates the current situation of LIS education with the assistance of a variety of methods, including the expansion of universities and LIS schools, the standing of universities, the level of courses, the form of education, and the placement of library schools within the state. In addition to this, the study identifies inconsistencies and contradictions within the field of LIS education in the state and proposes a number of solutions for its further scientific advancement.

Johnson (2007) found that LIS professionals and teachers in poor countries have a great understanding of the issues besetting the profession. This was highlighted in the special issue on education for library and information science in developing nations. The purpose of this study was to discuss the necessity of including in LIS education the preparation of graduates to play a greater role in the economic and social growth of their respective countries.

Gerolimos (2009), wanted to describe the findings of a study that was meant to determine the qualifications and skills obtained via education in library and information science. The findings of

the research reveal 59 essential credentials and skills required for graduation in the field of library and information science (LIS). In addition, the study made an observation that the orientation of educational institutions that provide LIS programmes and more crucially, the manner in which that orientation is incorporated into the curriculum of such educational institutions' programmes.

Chakraborty and Sarkhel (2009), explores that the expansion and development of LIS education in India have been traced from its early beginnings all the way up to the current environment.. In their study, a variety of approaches to LIS education are taken into consideration. The authors also attempted to map the resources that are used for teaching LIS by comparing the curricula of various universities and institutes, and they evaluated how closely these resources are related to the process of providing LIS education in light of the current demand for LIS professionals in the labour market. The fundamental problems that need to be solved are the connections that need to be made between library and information science (LIS) education and the manpower needs that are necessary to turn India into a knowledge society in the 21st century, as envisioned by the National Knowledge Commission. In light of the country's personnel requirement, the NKC has placed an emphasis on aiming to raise standards and encouraging excellence in the LIS education system.

Wilson et al. (2010) viewed at the fifty years of LIS education in Australia. They focused on how LIS teachers have become more academic in higher education institutions. The results show that the number of LIS teachers in Australia has been going down steadily since the 1990s, while the level of education and the number of people with doctorates have gone up. The study showed how Australian LIS academics have changed over time and it helps define how to plan the LIS academic workforce.

Walia (2010) published the findings of a study she had carried out with the title "Library and Information Science Education in North India." The findings showed that out of the sixteen LIS departments in the northern region of India, only six of them switched from offering one-year BLIS and one-year MLIS courses to offering two-year integrated MLIS programmes. The remaining departments are still adhering to the previously established format for LIS education. In its report from 2001, the UGC, Curriculum Development Committee stated that schools of library and information science (LIS) needed to make significant changes to their curricula in light of the overall impact that information and communication technology (ICT) has had on the storage,

retrieval, and dissemination of information as well as users' behaviors regarding their information needs.

Islam et al. (2011) focused on a global scenario for e-learning in library and information science (LIS) programmes. Results showed that 85 (n=370) LIS programmes, or about 23%, are using e-learning systems to teach. They are using EL to help students who can't get into a traditional school because of work, family obligations, or their location. Most EL teachers and students use Blackboard/Blackboard Vista (25.89%). WebCT/WebCT Vista is also used frequently (10.59%), and most (73 of 85 LIS programmes, or 86%) of their course content is delivered asynchronously.

Siddiqui and Walia (2013) conducted research to investigate the status of library and information science postgraduate programmes in India and the United Kingdom. The research used questionnaire to collect data from ten library and information science (LIS) schools in India and the United Kingdom. The problem that was chosen by the researcher not only intends to review the LIS courses that are being taught at the Master's level in India and the United Kingdom, but it also intends to establish a need to meet the future demands in an age when technological revolution is occurring. The study is done with the intention of keeping in mind the need for updating the curriculum so that it is relevant to the society of today. The overall results reveal that the LIS courses at UK offers a wide variety of information and electronic resource uses to their students compare to India.

Sanjay, P. (2016) revealed that the main job of a collection development plan is to figure out how to get new things. The plan should also help figure out how to divide up the budget to meet different needs and set up rules for reviewing and changing the plan as needs change. As part of collection management, you also need to set up policies for storage, weeding, and preservation. Developing a collection means adding high-quality items by following the right policies for buying and getting rid of things. When making a collection, it's important to think about the goals of the parent organization and the needs of the users.

Li & Ranaweera (2016) conducted a study on web-based library services of university libraries in Sri Lankan universities. Fifteen university libraries in Sri Lanka were selected for the study and purposive sampling method was used for the study. The study was analyzed by check-list method.

Analysis of the data revealed that the universities had not maintained their websites properly. The study suggested that more attention should be given to web-based library services.

Arunkumar (2017) conducted a study on websites of leading academic libraries in India. The study analyzed the library websites of 20 leading academic libraries of the country. Out of them, eight were from IITs, six central universities, two state universities and one was a deemed university. The selection was done based on national institutional ranking framework 2017. A content survey of the websites was done with the help of a checklist. The main objective of the research was to identify the facilities and services offered through the websites and the level of adoption of web 2.0 tool in these sites. The survey revealed that almost all the websites of the leading university libraries were offering a wide range of courses and services through their web pages. Among the selected libraries, Aligarh Muslim University, Indian Institute of Management, Ahmadabad and University of Delhi scored more compared to the other selected library websites.

Sahi & Sangita Gupta (2018) critically analyzed the skills of library professionals in web-based library services. The study was conducted among the library professionals working in the academic libraries of Jammu District. The study analyzed how the libraries were providing web-based library services and the level of skills of library professionals regarding the ICT tools that facilitate implementation of web-based library services. Questionnaire method was used to obtain the required data. The statistical tools such as mean, variance, standard deviation and the t-value were used in the analysis of data. The study found that library professionals had enough skills to handle web-based services.

Gohain, Sarma, & Saikia, (2019) attempted to find out how many print books and magazines were added to the Central Library at Tezpur University and how much money was spent on them from 2013 to 2017. Annual reports, NAAC reports, and records kept in the library were used to find out how many new books and magazines were added and how much they cost each year during the study period. Lastly, the authors suggested, based on what they found, that the university library needs more money right away so it can buy more books and magazines to meet the changing information needs of users.

Objectives of the Study

- To study the current status of libraries in selected universities of Bihar.
- To study the different types of electronic resources which are available libraries of selected universities of Bihar.
- To study what are the future plans for improving the libraries in the selected universities of Bihar.
- To study the impediments faced by universities for improving the libraries in the selected universities of Bihar

Hypothesis of the Study

1. There central libraries in the universities of Bihar have significantly improved the resource services in their libraries
2. Funding is the major issue faced by the university in improving their libraries in Bihar

Research Methodology

The study will be based on primary data. The primary data will be collected through the questionnaires, which will explore the real existence of digital information infrastructure of central libraries of state universities in West Bengal. The basic purpose of the study is to explore the current status of university libraries in Bihar, study and observation of future improvements. A questionnaire will be framed to collected the data as per the objectives of the study from the central libraries as well as from the state universities of Bihar, which mainly consists library professionals and staff. The 13 state and central universities of Bihar, in which one university is central and 12 universities are state universities will be taken to collect the data which includes Patna University (1917), BRA University Muzaffarpur (1952), T. M University Bagalpur (1960) Magadha University Gaya (1962), L.N.M University Darbanga (1972), BNM University patna (1992)

Central University of Bihar Patna (2009), J.P University Chappra (1990) M.G Central University Patna (2016), Veer Kuwar Singh (1960) Purina University Purina (2018) Munger University Mungar (2018), M.M.A.P. University Patna (1992). However, the simple random sampling will be used to collected the data in which 390 samples i.e., 30 samples from each university will be collected from these 13 universities of Bihar. Moreover, Appropriate statistical tools will be used for data collection

Methodological Map

13 State and Central Universities of Bihar

390 Samples

30 Samples Patna University 1917	**30 Samples** BRA University Muzaffarpur 1952	**30 Samples** T. M University Bagalpur 1960	**30 Samples** Magadha University Gaya 1962	**30 Samples** L.N.M University Darbanga 1972	**30 Samples** BNM University Patna 1992	**30 Samples** Central University of Bihar Patna 2009
30 Samples J.P University Chappra 1990	**30 Samples** M.G Central University Patna 2016	**30 Samples** Veer Kuwar Singh 1960	**30 Samples** Purina University Purina 2018	**30 Samples** Munger University Mungar 2018	**30 Samples** M.M.A.P. University Patna 1992	

Significance of the Study

Institutions of higher education, such as universities, are primarily responsible for teaching and conducting research. Libraries have taken on a new form as a result of the development of ICTs, changing their previous model. Libraries have made the transition to the digital realm so that students and academicians can easily and quickly utilize all of the resources available to them. To better understand the wide variety of services and how they function is the need of the hour. Hence, understanding the services provided by university libraries and the trends in the use of these services is crucial. Therefore, the basic purpose of the study is to explore the current status of university libraries in Bihar, study and observation of future improvements. The findings of this study will help academicians and policymakers enhance the effectiveness of their programmes. The researchers will benefit from this as they work to produce high-quality research that is essential to the development of the country.

Limitations of the Study

- Due to time constraint, the present study is limited only to the 13 universities of Bihar.
- The proposed study is to cover the collection, development and Current status of university libraries in Bihar, Study and Observation of Future Improvements and does not cover other than universities of Bihar

Chapter Plan

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Current status of libraries in Bihar

Chapter 4: Electronic Resources and Libraries at Bihar

Chapter 5: Future Plans of Libraries in the Universities of Bihar

Chapter 6: Conclusion and Suggestions

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